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Grade Three Thematic

Home Instructor's Guide and Assignment Booklet



Module 2B:

I Can Make a Difference

Day 10 to Day 18



Learning
Technologies
Branch

Alberta
EDUCATION

Grade Three Thematic
Module 2B: I Can Make a Difference
Home Instructor's Guide: Days 10–18 and Assignment Booklet 2B
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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Module 2B: I Can Make a Difference

This module continues the theme of making a difference by examining ways individuals and communities contribute to positive changes, especially in the environment in which they live, work, and play.

The student reads fiction and non-fiction selections about animals. The anthology *Spreading My Wings* is completed and several fables are read.

The Home Instructor's Guide for Module 1A contains general information about the role of the Home Instructor, arranging the learning area, time commitment, and assessment. If you do not have access to the Module 1A Home Instructor's Guide, contact the teacher to obtain this important information.

Learning Outcomes

Science, Social Studies, and English Language Arts

Science outcomes include the following:

- identifying conditions that may threaten animal survival
- identifying examples of endangered and extinct animals
- identifying ways that human actions can help preserve habitats
- understanding the needs of animals
- using the inquiry process to carry out and record an experiment
- identifying applications of what was learned

Social studies outcomes include the following:

- describing how communities show concern for the natural environment
- understanding contributions that people make to a community
- understanding ways that individuals and groups can contribute to positive change

English language arts outcomes include the following:

- summarizing or retelling a story
- applying word-analysis strategies
- using knowledge of long vowel sounds to read and spell words
- writing about and drawing favourite parts of a story
- identifying nouns, verbs, and adjectives
- using adjectives and adverbs to add interest and detail to writing
- experiencing fables

Before beginning this module, borrow library books for shared reading, silent reading, and research. For Days 10 to 18, choose fiction and non-fiction animal stories. Include a book of Aesop's fables if possible. Look under "Additional Resources" for suggested titles. Magazines such as *Ranger Rick*, *Owl*, or *ChickaDEE* would be helpful in this module. Model the joy of reading and talk about all kinds of reading materials.

Music

Provide a variety of musical opportunities for the student. Play classical and contemporary music selections during appropriate times of day. If possible, enroll the student in music lessons or a local choir.

Information and Communication Technology

The information on the Internet is not always at the student's reading level. Help the student when he or she gathers information.

- **Read** the information with the student.
- **Print** any interesting information the student can use.
- **Gather** the information in the writing folder for writing and research assignments.

Physical Education and Health and Life Skills

When no specific activity is scheduled, swimming, skating, or sports such as soccer are good options. Daily fitness activities are strongly recommended. Encourage the student to practise healthy eating habits.

Art

In this module the student

- uses fabric and a variety of paper to represent texture
- represents texture using rubbings
- represents texture using drawing techniques

Required Materials

The student will need the following items for Module 2B:

- Module 2B Student Module Booklet
- Module 2B Assignment Booklet
- junior dictionary
- *Collections: Spreading My Wings* and *Collections: Tales—Princesses, Peas, and Enchanted Trees*
- *Modern Curriculum Press Phonics: Level C*
- interlined notebook or interlined paper with 1 cm between lines
- fabric scraps, cotton balls, wallpaper and gift-wrap scraps, coloured paper
- tape recorder or a computer with recording capability
- *Grade Three Thematic Audio CD*
- pail, bowl, or dishpan; motor oil or vegetable oil; two feathers; magnifying glass; paper towels

Special Activities

Science Experiment

On Day 11 your student will do a science experiment with the feathers gathered on previous walks. If no feathers were found, you will need to obtain two bird feathers from another source.

Animal Research

On Day 13 the student will use the Internet, an encyclopedia, non-fiction library books, or computer programs to gather non-fiction information about an extinct animal.

Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the daily summaries. Not all activities will appear each day.

Additional Resources

Any of the following books are excellent choices to read aloud or silently. If you choose a chapter book to read aloud, read at least a chapter a day. Read a short story or picture book at one sitting.

Fiction: Chapter Books

Betting on Forever, Billy Aronson

The Mouse and the Motorcycle, Beverly Cleary

Creature Crossing, Betty Levin

Rats on the Roof and Other Stories, James Marshall

The Year of the Panda, Miriam Schlein

The Velveteen Rabbit, Margery Williams

Fiction: Short Stories and Picture Books

Aesop's Fables (any version)
Crickwing, Janell Cannon
Tigress, Helen Cowcher
Mole's Hill, Lois Ehlert
Grandmother's Pigeon, Louise Erdrich
The Little Red Hen and the Sly Fox, Vivian French
One Rainy Night, Doris Gove
Chester's Way, Kevin Henkes
The Snowy Day or Whistle for Willy, Ezra Jack Keats
Tillie and the Wall, Leo Lionni
Zack's Alligator, Shirley Mozelle
Cesar's Amazing Journey, Stephen Phillip Policoff
Fighting for the Forest, Gloria Rand
Shelterwood, Susan Hand Shetterly
Welcome to the Green House, Jane Yolen

Non-Fiction

Extinct! Creatures of the Past, Mary Batten
Oil Spill, Melvin Berger
I Wonder Why the Dodo Is Dead and Other Questions About Extinct and Endangered Animals, Andy Charman
50 Simple Things Kids Can Do to Save the Earth, John Javna
Dinosaurs to Dodos: An Encyclopaedia of Extinct Animals, Don Lessem
Earthwise at Home: A Guide to the Care and Feeding of Your Planet, Linda Lowery and Marybeth Lorbiecki
Our Environment, Malcolm Penny
Extinction Is Forever, Donald M. Silver
Water Pollution, Darlene R. Stille

Internet

Try searching using the keywords *SPCA*, *extinct animals*, *endangered animals*, or *fables*. The student can also search using specific animal names, for example *dugong* or *great auk*. Be sure to check all websites before your student accesses them to be sure the site is still available and appropriate for your student.

- *Aesop's Fables*
<http://www.aesopfables.com>
- *Amazon Interactive*
<http://www.eduweb.com/amazon.html>
- *Bagheera*
<http://bagheera.com>
- *Canadian Wildlife Service*
<http://www.cws-scf.ec.gc.ca> (Go to "Species at Risk.")
- *Dinosaur Floor*
<http://www.cotf.edu/ete/modules/msese/dinosaurflr/diorama.html>

- *Facts About Dugongs* at *Government of Australia Great Barrier Reef* site
<http://www.gbrmpa.gov.au/>

From the home page, click on “Conservation, Heritage and Indigenous Partnerships.” Then click on the picture of the dugong at the top.

- *Zoom Dinosaurs*
<http://www.enchantedlearning.com> (Select “dinosaurs” from the Index.)

Computer Programs

any encyclopedia program
Animal Planet, Discovery Channel Multimedia

Daily Summaries

Read each day’s summary in this guide and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the daily materials list. They should be available in the student’s Course Container and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel further practice is needed, you can extend the activities or create new tasks for the student.

Day 10

Learning Outcomes

Today begins with a listening activity to learn about a girl who makes a difference in her community. Root words and syllables are reviewed as a reading strategy. The student writes the spelling pre-test and begins the study of long vowel sounds. The cursive letter *w* is practised, and the student further investigates the needs of pets and domestic animals.

What You Will Need

- Internet access (optional)

Getting Started

The student discusses experiences he or she has had with pet stores.

“The Catfish Palace”

The student listens to the audio recording of this story. After listening to the story, he or she will retell it to you. As the student summarizes, notice how well he or she includes the following information:

- who the characters are
- what the setting is
- what happened at the beginning of the story
- the main ideas from the plot
- what happened at the end of the story

You may wish to take notes on these observations since you will be asked to comment on them in the Home Instructor’s Comments at the end of the module.

If the student enjoyed “The Catfish Palace,” you may wish to look for more books by Hazel Hutchins next time you go to the library. Hutchins’ books and stories include

- *Two So Small*
- *Within a Painted Past*
- *One Duck*
- *Tess*
- *And You Can Be the Cat*
- *I’d Know You Anywhere*
- *The Wide World of Suzie Mallard*

Her junior novels include

- *The Prince of Tarn*
- *Believing Sophie*
- *Best of Arlie Zack*

Word-analysis strategies are introduced in Module 2B. The student should be familiar with syllabication from grade two. If the student does not understand syllables, spend some time examining words to determine syllables. Start with the student’s name, discuss how it could be broken into syllables (if it has two syllables or more), and clap the syllables. Do the same thing with other family members’ names and then choose some words from the story.

On Day 11 and Day 12 the student will use word-analysis strategies to decode more words from the story. Encourage the student to use these strategies when attempting to read words with several syllables.

Spelling

The spelling word list for Days 10 to 18 includes six high-frequency long-vowel words. Say each word. Say the word in a sentence and repeat the word.

These are the spelling words:

- | | | |
|---------|---------|---------|
| • clean | • goes | • same |
| • fine | • today | • those |

Say the words clearly. Spelling mistakes may occur from mispronunciation.

Phonics

Long vowels will be reviewed over the next few days. The student has been introduced to vowel sounds in earlier grades. Encourage the student to apply what he or she knows about long vowels to reading and writing activities.

Domestic Animals and Pets

The basic needs of animals are reviewed, and the student considers responsible pet and domestic animal care. The student may search the Internet for information on the S.P.C.A. or other animal protection agencies.

Day 11

Learning Outcomes

The study of root words, word parts, and syllables as word-analysis strategies is extended. Long vowels are studied. The letter *r* is practised in handwriting. Water pollution, particularly oil spills, is investigated by conducting an experiment.

What You Will Need

- Internet access or encyclopedia
- magnifying glass
- two feathers
- motor oil or vegetable oil
- an old pail, bowl, or dishpan

Getting Started

In the story “The Catfish Palace,” the student heard about a mammal called the *dugong*. To prepare for reading the story, the student is asked to find out more about the dugong. If you have Internet access, encourage your student to use a search engine and the keyword *dugong* to find this information. If you do not have access to the Internet, look the animal up in a conventional or computer program encyclopedia.

“The Catfish Palace”

Before reading the story, the student uses word-analysis strategies to decode long words. Do not worry if your student has difficulty breaking the words into syllables; this skill takes time to develop and will be covered in greater detail in phonics lessons in the next module. Do encourage the student to break up the words in a way that makes sense to him or her and enables an approximation of the correct pronunciation. Most students should be able to isolate word endings like *ed*, *ing*, *er*, *est*, and *s*. Learning to identify a root word is also a valuable skill.

Students who are able can read the story silently and write down the difficult words. After the student has read the story, look at the words that he or she has listed and help him or her use word-analysis strategies to read them. Your student will do more work with these words on Day 12.

If you find that the story is too difficult for your student to read independently, read it in unison or take turns reading paragraphs or pages.

Spelling

If your student does not have any high-frequency words from his or her writing that need to be practised, he or she may choose three words of personal interest or three thematic words. Some thematic words that you may want to consider are

- pollution
- endangered
- habitat
- fable
- environment
- extinct

Oil Spills

The student reviews the three main types of pollution and thinks about how water pollution can be harmful to animals. Help the student gather the materials and follow the procedure of the experiment. The student is asked to check the feathers hourly to see how long it takes them to dry.

On Day 12 the student will discuss the results and the implications of this experiment and record the results in standard format.

Day 12

Learning Outcomes

The study of word structure continues, and a pictorial expression of a favourite part of a story is created. Spelling words are practised in the context of sentences, the long *u* vowel sound is studied, the letter *s* is practised in handwriting, the experiment is completed, and habitat destruction is further investigated.

What You Will Need

- two feathers from the Day 11 experiment

Getting Started

To begin today's activities, the student will recall some ways that animal habitats are destroyed or damaged.

“The Catfish Palace”

The student continues to use word-analysis strategies to decode long words. Encourage the student to apply what he or she has learned to other situations.

The student rereads “The Catfish Palace” and identifies his or her favourite part of the story.

Spelling

Spelling Dictation Steps

- Prepare a space on the blackboard or on chart paper for the spelling sentences.
- Say the list word.
- Dictate (say) the complete sentence. Repeat the list word.
- Pause for a moment and then repeat the entire sentence.
- Give the student enough time to write the sentence.
- Print the sentence correctly on the board or on chart paper.
- Give the student time to make self-corrections.
- Check the student's work to make sure each self-correction is accurate.
- Continue to dictate the sentences, one at a time, until they all have been written.

Dictation Sentences

- **clean:** Can you clean your room?
- **fine:** I am fine.
- **goes:** That path goes to the lake.
- **today:** How are you today?
- **same:** The two pencils are the same.
- **those:** Do those mitts belong to you?

Oil Spill Experiment

Before the student records the experiment in the Assignment Booklet, discuss each of the sentence starters with him or her.

- *My prediction was:*
The student should look back to the predictions made on Day 11 about what would happen to the oily feather.
- *Materials I used:*
The student should list all the materials that were used in the experiment. Turn to Day 11 if necessary.
- *Procedure:*
Remind the student that *procedure* means what he or she did. The student should try to recall the steps that were followed. If necessary, look back to the steps from Day 11.
- *My observations:*
The student should write in his or her own words what was observed. Remind the student that scientists use their senses. The observations should start with phrases such as
 - “I saw . . .”
 - “I felt . . .”
 - “I smelled . . .”

- *Diagrams:*
The student should draw the two feathers as they looked after they dried following being dipped in either water alone or water and oil. The diagrams may be labelled.
- *My conclusion:*
The conclusion should answer the question posed in the beginning of the experiment. The student should tell what happens when oil gets on birds' feathers.
- *How I can use what I have learned:*
In this step the student discusses the application of what was learned. How can the student use the knowledge he or she gained in this experiment to make the environment safer for animals?

Habitat Destruction

The student thinks about what has been learned about environmental conditions and the impact of these conditions on animals. On Day 13 the student will discuss extinct animals. On Day 18 conservation and habitat preservation will be discussed. Guide the student to conclude that spilling oil or any other kind of chemical into the environment is not acceptable. If an accident occurs and something is spilled, it should be cleaned up right away. Discuss that many people are involved in preserving natural habitats.

Day 13

Learning Outcomes

Today begins with an investigation of extinctions. In preparation for doing his or her own research, the student reads for information and fills out information webs about the reasons for extinction. The long vowel sound of *o* is reviewed. The letter *j* is practised in handwriting.

What You Will Need

- non-fiction books about extinct animals; encyclopedia, Internet access, or computer encyclopedia program

Getting Started

The day begins with a discussion about what the definition of *extinct* is. Do not tell the student the meaning of this word as he or she will look it up in the dictionary. Most students know about some extinct animals. In today's activities the student will become familiar with other extinct animals and some of the reasons for extinction.

Extinct Animals

The student reads two short non-fiction articles about extinct animals, the great auk and Steller's sea cow. The information from the articles is used to note facts on a web. This helps the student prepare for the research activity later today.

Phonics

The long *o* sound is reviewed in this lesson. The student learns that the *oa* and *ow* combinations and an *o* with a silent *e* at the end of the word make the long *o* sound.

Extinct Animal Report

The student is directed to choose one of the extinct animals from the list and to find out some facts about it and why it became extinct.

Planning the research is the first step. The student is asked to list ways to find out about extinct animals. Most students will realize that non-fiction books, encyclopedias, Internet sites, and computer programs are likely places to find information. The student can choose one or more ways to research the animal.

Monitor the student and assist as necessary as he or she searches for information. Assist by showing the student how to use the index in non-fiction books and encyclopedias or encyclopedia programs, or a search engine on the Internet. You may have to assist with the reading if the reading level is too difficult for your student.

The student is asked to write down the sources of information for this activity. The student will need this information to complete the report in the Assignment Booklet. This is a good habit for students to get into whenever they do research. Your student will likely require assistance with this step.

Search the Internet or an encyclopedia for the animal's name. Check for possible Internet addresses under Additional Resources.

Day 14

Learning Outcomes

The day begins with a comparison of two versions of "The Hare and the Tortoise," one prose and the other poetry. A Venn diagram is completed to make the comparison. The long *e* vowel is studied, the cursive letter *p* is practised, nouns are studied, and the student constructs a collage using textured materials.

What You Will Need

- fabric scraps, cotton balls, assorted wallpaper scraps, assorted gift-wrap scraps, a variety of coloured paper

Getting Started

Discuss stories that have animal characters that act like humans. You may have read novels such as *Charlotte's Web* or *The Mouse and the Motorcycle*. Discuss how these animals take on human characteristics in stories.

Animal Characters

The fable "The Hare and the Tortoise" is introduced to the student. The student reads the fable and thinks about how the characters act like humans.

A poem by the same name is then read and compared to the story. The student is asked to think about similarities and differences between the two versions and to use a Venn diagram to compare the two in Assignment Booklet 2B. If the student has difficulty with this, discuss each story element and have the student think about whether it was the same or different in the two versions. For example, you might ask the student the following questions:

- Was the setting the same in each version?
- Were the characters the same?
- Was the ending the same?

The student should think about the similarities and differences in the forms too. Stories have paragraphs, while poems have verses. The poem is written in rhyme, while the story is not.

People, Places, and Things

The student reviews nouns and proper nouns and common nouns are discussed. Play a game similar to “I Spy” with the student to help him or her see the connection between nouns and the senses. Encourage the student to use the senses to describe a person or thing in your home. For example, the student may say, “I touch something silky and smooth.” Take turns guessing what the object might be. Involve other students if any are available.

Make a Collage

If necessary, help the student follow the steps to create a collage about the fable “The Hare and the Tortoise.”

Day 15

Learning Outcomes

The student practises and records the reading of a poem and orally expresses his or her preference for a particular version of a fable. The student arranges spelling words alphabetically. The study of vowel sounds continues; the letters *l*, *u*, *w*, *r*, *s*, *j*, and *p* are reviewed in handwriting. Verbs are introduced, and methods for creating texture are investigated.

What You Will Need

- audiocassette or CD for recording poem (You can use the same audiocassette or CD that was used in Module 1.)
- tape recorder or computer with recording capability

Getting Started

Discuss the elements of fables with the student. The student should remember that fables are short stories designed to teach a lesson. The moral is the lesson the reader is supposed to learn. The animal characters in a fable often take on the characteristics of humans.

Aesop’s Fables

The student practises reading the poem “The Hare and the Tortoise” a few more times. When the student is ready, he or she will read the poem aloud and record it to send to the teacher. Assist with the recording as necessary. Make sure the student also records the question on page 105 in the Student Module Booklet and his or her response to it.

The student will also read a new fable today, “The Ant and the Grasshopper.”

Handwriting

The letters *i*, *u*, *w*, *r*, *s*, *j*, and *p* are reviewed. Watch as the student writes each letter on the chalkboard or whiteboard for you. If the student needs extra practice for any of the letters, they can be practised in the student’s notebook or on interlined paper. When the student is ready, Assignment 7 can be completed.

Action Words

The student reviews verbs and practises identifying action verbs.

Texture

Several different illustrations are viewed to show how artists use lines to convey texture. Search through picture books or other sources of illustrations for examples of lines, dots, or other marks that show texture.

Day 16

Learning Outcomes

The day begins with explorations of morals in fables. Long and short vowel concepts are applied, the letter *t* is practised in handwriting, adjectives are introduced, and the student collects rubbings of various textures to create a composition.

What You Will Need

- tracing paper or other thin paper
- broken crayon bits

Getting Started

The student compares the main idea of a story to the moral of a fable.

Two More Fables

The fables “The Fox and the Grapes” and “The Lion and the Mouse” are read. The student has a chance to think about what the morals of the fables are and to write them. This may be difficult for some students. If necessary, help the student understand the main idea and lesson of the fables. Allow the student to write the morals in his or her own words.

Phonics

The student applies what has been learned about long and short vowels to a short selection. As the student reads the booklet to you, notice how well he or she applies the long and short vowel rules. You will comment on this in the Home Instructor’s Comments at the end of the Assignment Booklet.

Describing Words

Adjectives are introduced in this lesson. The student reviews the meaning of nouns and verbs as well. Be sure the student understands that adjectives describe or tell about a noun in a sentence. The student uses adjectives in phrases and sentences to describe nouns.

If your student needs more practice identifying and using nouns and adjectives, write some simple sentences on the chalkboard or whiteboard and ask the student to find the nouns, verbs, or adjectives. When you are reading to the student, draw his or her attention to particularly descriptive phrases or sentences. Discuss the adjectives that the author uses to give a vivid image.

Using Rubbings to Show Texture

The student will make a variety of rubbings from textured objects around or near your home. The student should cover a whole page with the textures and use a variety of crayon colours. The pages of rubbings will be cut into simple shapes to form a picture.

Day 17

Learning Outcomes

Today the student uses her or his knowledge of nouns and adjectives to explore and compose haiku poetry. Spelling words are practised, vowel sounds are reviewed, the cursive letter *v* is practised, and the student creates an illustration for her or his haiku, applying various techniques to show texture.

What You Will Need

- globe or atlas
- thesaurus or dictionary
- collage materials or rubbing materials (optional)

Getting Started

What does your student remember about haiku poetry? The characteristics of haiku will be reviewed in the lesson, but let the student recall as much as he or she can about haiku poems.

Haiku

After rereading the poem from Day 2, the student reviews the characteristics of haiku poetry. The student examines the poem for nouns, verbs, and adjectives and creates a haiku poem.

The student is instructed to choose an animal to write about. After the animal is chosen, adjectives, verbs, and additional nouns are brainstormed. List each under the correct heading on the chalkboard as the student brainstorms. For example, the student may be brainstorming adjectives about a tiger. On the chalkboard write *tiger adjectives*, then list the words below. Do the same for the other nouns. The student may use a thesaurus or dictionary to assist in choosing descriptive words.

Encourage the student to try several different combinations to create three lines with five, seven, and five syllables each on scrap paper until he or she comes up with a descriptive poem.

Be an Illustrator

The student creates an illustration for the haiku poem. The illustration should show texture using one or more of the techniques the student has practised over the last few days. Encourage the student to plan carefully before doing the project. This project will be submitted with Assignment Booklet 2B.

Day 18

Learning Outcomes

The day begins with the practice of answering multiple-choice questions after reading a story. The student completes the spelling test for this module; practises the letter y in handwriting; reviews different ways of preserving natural habitat; and creates a poster encouraging people to reuse, reduce, and recycle to preserve the environment.

What You Will Need

- poster paper

Getting Started

The student is asked to think back on the things that have been learned and accomplished in this module. Discuss activities that the student enjoyed. Ask which activities were most difficult.

Multiple-Choice Questions

Students in Alberta do a Provincial Achievement Test at the end of grade three. The language arts test consists of two parts. In Part A the student writes a narrative story. In Part B the student reads a variety of selections and answers multiple-choice questions about the selections. To prepare the student for this type of questioning, some tips for doing multiple-choice questions are introduced. The student reads a short selection and answers questions about the selection.

The student will have many opportunities to practise this skill over the course of the grade three program. Other test-taking skills will also be introduced during the year.

Spelling

Say each word clearly. Say the word in a sentence and then repeat the word. Use the same process for the challenge words that were chosen.

These are the spelling list words:

- clean
- goes
- same
- fine
- today
- those

People Can Make a Difference

The student reviews and consolidates what has been learned about habitat preservation and environmental conservation. A poster, drawn by the student, reminds the family or the community of ways to be “environmentally friendly.”

Suggested Responses

Answers do not have to be in complete sentences.

Day 10

1. page 57
2. budgies or birds, kittens, and a fish
3. Hazel J. Hutchins
4. Southern Alberta
5. a writer
6. Answers will vary depending upon whether the student has read any books by this author.
7. sad or possibly angry
8. She did not like to see the big catfish in such a small tank.
9. Cindy wrote a letter to the pet store owner asking him not to get another catfish. She suggested changing the name of the pet store.
10. chatter
11. talk quickly or make meaningless noise
12. a tank or glass bowl in which living fish, water animals, and water plants are kept.
13. 2
14. The vowels are together in the middle of the words.
15. 2
16. One vowel is in the middle of the words and one vowel is at the end.

Phonics

Page 37

- | | | |
|-----------|----------|----------|
| 1. pail | 2. rake | 3. spray |
| 4. tray | 5. sail | 6. cane |
| 7. plate | 8. rain | 9. tape |
| 10. train | 11. tail | 12. hay |

- | | | |
|-------------------------|-------------------------|-----------------------|
| 1. Kate, wait, May | 2. Gail, baseball, game | 3. Braves, play, Jays |
| 4. day, came, rain | 5. case, take, gray | 6. late, paid, gate |
| 7. raced, claim, places | 8. named, Dave, base | 9. waved, made, plate |

Each of these words should have been underlined in the sentences.

17. food, water, and shelter
18. Answers will vary, depending upon the type of pet the child has.
19. Answers will vary. The type of food should be appropriate for the pet.
20. Other care may include bathing the pet, exercising the pet, and cleaning its cage, aquarium, or litter box. Accept any reasonable answers.
21. Answers may include any two of the following: cows, pigs, chickens, turkeys, sheep, goats, ducks, or geese.
22. Answers may include any two of the following: milk or other dairy products, wool, fibre, eggs, or leather.
23. Answers may include any two of the following: horses, llamas, dogs, donkeys, or mules.
24. She wrote a letter.
25. Society for the Prevention of Cruelty to Animals

Day 11

1. The student should indicate the website address where the information was found. If an encyclopedia was used instead, the student can write the name of the encyclopedia.
2. The dugong lives in the ocean.
3. It is sometimes called a sea cow because it eats sea grass.
4. Dugongs are an endangered species.
5. ed
6. interest
7. Interest is a feeling of wanting to know.
8. A veterinarian is an animal doctor.

9. Answers will vary, depending upon which words your student spelled incorrectly in the pre-test. The underlined letters below should be circled in red.

clean fine goes today same those

Any silent vowels in the challenge words should also be circled in red.

10. Answers will vary, depending upon which words your student spelled incorrectly in the pre-test. The underlined letters should be circled in blue.

clean fine goes today same those

Any vowels with a long sound in the challenge words should also be circled in blue.

11. Answers will vary, depending upon which words your student spelled incorrectly in the pre-test and which challenge words were chosen. Some examples include the following:
- two vowels together: clean, goes, today
 - silent *e* at the end: fine, same, those
 - no long vowels: habitat, extinct

Phonics

Page 39

- | | | |
|---------|---------|-----------|
| 1. kite | 2. ride | 3. pin |
| 4. rip | 5. bite | 6. fire |
| 7. Tim | 8. pile | 9. dime |
| 10. sit | 11. fin | 12. slide |

Phonics

Page 40

- | | | |
|------------|------------|-----------------------------|
| 1. kite | 7. tie | 13. whale, pie, pail, fine |
| 2. mail | 8. day | 14. blame, nine, bike, dime |
| 3. face | 9. came | 15. save, pipe |
| 4. tail | 10. rain | 16. mice, plate |
| 5. stripes | 11. away | 17. ate, name, five, game |
| 6. five | 12. smiled | 18. rain, pain, line |

12. air pollution soil pollution water pollution
13. The following words should be circled: oil, plastic pop can rings, glass, apple cores, chemical containers, paint, tires
14. Answers will vary. Accept any reasonable predictions.
15. Answers will vary. Accept any reasonable prediction.
16. The oil floats on top of the water. The water and oil do not mix together.
17. The student should notice that the oil covers the feather and sticks to it.
18. The student should notice that the feather feels oily, slippery, or sticky.

19 and 20. Answers will vary. Accept any reasonable guesses.

Day 12

1. ing
2. understand
3. to know or get the meaning of something
4. a measure of how hot or cold something is
5. *furniture* and *miniature*
6. The student should tell about his or her favourite part of the story in a sentence or two.

Phonics

Page 41

- | | | | |
|---------|--------|----------|---------|
| 1. Luke | 2. Sue | 3. flute | 4. suit |
| 5. cut | 6. hug | 7. fruit | |

Phonics

Page 42

Long a

Long i

Long u

- | | | |
|---------|----------|----------|
| 1. cane | 8. bike | 15. tube |
| 2. stay | 9. pie | 16. tune |
| 3. lake | 10. dime | 17. suit |
| 4. pail | 11. ride | 18. use |
| 5. tape | 12. like | 19. tuba |
| 6. came | 13. lie | 20. mule |
| 7. rain | 14. fine | 21. cube |

Lake

like

suit

Any words that
rhyme with lake,
such as

Any words that
rhyme with like,
such as

Any words that
rhyme with suit,
such as

- | | | |
|-----------|----------|-----------|
| 22. take | 24. bike | 26. fruit |
| 23. shake | 25. Mike | 27. boot |

7. The feather that was dipped in water is dry and looks the same as before it got wet.
8. The oil did not dry. The feather may be sticky and heavy. It may have affected the small hooks that hold the feather together.
9. The student is predicting, so accept either a yes or no answer.

10. It is difficult to remove the oil from the feather.
11. The oil can make them sick.
12. air pollution
water pollution
garbage can release chemicals or be eaten by animals
vehicles may injure or kill animals
the factory and paved road destroy natural habitat
13. The animals would have to find a new place to live. Some may have been killed when development took place.

Day 13

1. no longer existing
2. Answers will vary. Most students will say that they were killed or that they had to find homes somewhere else.
3. The student should write at least two facts. The facts may include
 - sea bird
 - flightless
 - lived in colonies
 - rocky islands and coast
 - Atlantic Canada, Greenland, Iceland, British Isles, Scandinavia
 - strong swimmer
 - like a penguin

The student should note the reason for extinction was overhunting for food, bait, fat, and feathers.

4. The student should write at least two facts. The facts may include
 - large mammal
 - lived in the sea near Alaska
 - related to seals, walrus, manatees, and dugongs
 - 8 metres long and 7 metres around
 - ate seaweed, kelp, and marine algae
 - slow moving
 - not afraid of humans
 - used for food and leather

The student should note that the reason for extinction was overhunting for food and leather.

5. The words *coach*, *row*, *toe*, and *lone* should be circled.

- | | | |
|---------|----------|----------|
| 1. rope | 2. row | 3. soap |
| 4. bow | 5. hose | 6. robe |
| 7. boat | 8. toe | 9. cone |
| 10. doe | 11. coat | 12. goal |

1. rode, coat, row, cone, hope, pole
2. late, way, pail, lake, made, save
3. hive, pie, mine, like, ride, bite
4. tune, mule, cute, tube, use, rude

6. Most students will realize that non-fiction books, encyclopedia, Internet sites, and computer programs are likely places to find information.

Day 14

1. fiction—animals don't really run races or talk
2. a hare and a tortoise
3. The student may have identified two of the following points:

- The animals talk to each other.
- The hare teases the tortoise.
- The animals set a course and a finish line.
- They run a race.

4. The moral is "slow but steady wins the race."
5. poem
6. Jane Yolen
7. Sylvie Bourbonnière
8. Answers will vary. Answers may include the following words:

ay: bay, bray, day, Fay, gay, hay, jay, Kay, lay, may, nay, pay, play, ray or Ray, say, stay, stray, tray, today, way

eat: beat, bleat, cleat, feat, heat, meat, neat, peat, seat, wheat

ike: bike, dike, hike, like, Mike, pike

ose: close, hose, nose, pose, rose, those

ate: date, ate, gate, hate, late, mate, Nate, rate

ute: flute, lute, mute, cute

- | | | | |
|---------|----------|---------|----------|
| 1. Pete | 2. seals | 3. seat | 4. teeth |
| 5. meat | 6. eagle | 7. tree | 8. feet |

1. jay, snail, whale
2. tiger, mice
3. mule
4. goat, doe
5. seal, bee, eagle

9. Answers will vary. Accept any nouns from the stories that name people.
10. Answers will vary. Accept any nouns from the stories that name places.
11. Answers will vary. Accept any nouns from the stories that name things.
12. Answers will vary. Accept any proper nouns. The nouns should be capitalized.
13. Answers will vary. Accept any common nouns.
14.

city	Calgary
month	October
girl	Cindy
dog	Rover
weekday	Tuesday
man	Mr. Flinch
fable	"The Hare and the Tortoise"
pet store	"The Catfish Palace"

Day 15

1. Tortoise was slow and plodding but persistent.
2. Answers will vary, but the student may have said hardworking or strong for its size.
3. lazy, not very smart, carefree
4. The ant was hardworking and strong.
5. It's best to prepare for the future.
6. Answers will vary depending upon which challenge words were chosen. In alphabetical order, the list words are *clean, fine, goes, same, those, today*.

7. Answers will vary depending upon which words the student chose to look up in the dictionary. The student needs to write only one of the possible meanings for each of the three words he or she chooses. The meanings for the list words are the following:

clean: not dirty, make clean

fine: small or thin; excellent; fancy; a sum of money paid as a punishment

goes: moves; leaves

same: exactly alike; not changed

those: plural of that

today: this day; in these times

8. The vowel usually makes the long sound when it is the first of two vowels together or when there is a silent *e* at the end of the word.

Phonics

Page 47

First Puzzle

Across: 2. bell 5. gift 7. lock 8. hand
Down: 1. tent 3. luck 4. kick 9. pond

Second Puzzle

Across: 2. cone 4. tape 6. day 7. flute
Down: 1. boat 3. ride 5. pile 8. team

Phonics

Page 48

Answers will vary. The student should use the words in the box and his or her own words to make the list. Check for correct spelling of simple short-vowel and long-vowel words.

9. The student should draw a red circle around *grasshopper* and a blue circle around *hopped*.
10. The student should draw a red circle around *ant* and a blue circle around *tugged*.
11. The student should draw a red circle around *apple* and a blue circle around *eat*.
12. The student should draw a red circle around *snow* and a blue circle around *falls*.
13. The student should draw a red circle around *bird* and blue circles around *chirped* and *sang*.
14. The student should draw red circles around *Grasshopper* and *Ant* and a blue circle around *chatted*.
15. The student should draw red circles around *Tortoise* and *path* and a blue circle around *lumbered*.
16. The student should draw red circles around *Tim* and *fence* and a blue circle around *jump*.
17. bumpy
18. bumpy
19. The artist used small curved lines.

20. smooth
21. The artist used small straight lines.

Day 16

1. Answers will vary depending upon the student's interpretation. The traditional moral is "It is easy to despise something you cannot get." Accept any reasonable answer.
2. Answers will vary depending upon the student's interpretation. The traditional moral is "No act of kindness, no matter how small, is ever wasted." Accept any reasonable answer.
3. The student should show a scene from one of the fables and use lines or dots to show texture.
4. Answers will vary. Some short-vowel words that appear in the booklet are *animals, live, in, different, some, build, others, under, that, are, from, sticks, and, mud, spin, webs, or, have, very, far, apart, butterflies, Arctic, terns, travel, long, a, winter, every, trip, warmer, is, chipmunks, tunnels, middle, nest, dogs, dig, can, up, raccoons, logs, stumps, dens*.
5. Answers will vary. Some long-vowel words that appear in the booklet are *kinds, homes, while, trees, beavers, spiders, near, way, miles, each, fly, pole, they, prairie, holes, high*.
6. person, place, or thing
7. action
8. The student should have underlined *mouse*.
9. tiny
10. The student should have circled *adjective*.
11. The student should have underlined *grapes*.
12. juicy, purple
13. The student should have circled *adjectives*.
14. Answers will vary. The word should be an adjective and should describe the noun. Some possible answers are listed, but accept any reasonable adjectives.

fox: red, sleek, chubby, thin, rusty, smooth, furry, grey, white, little, big
turtle: slow, plodding, short-legged, green, hard-backed, painted, snapping
ant: tiny, strong, black, red, little, quick
apple: crispy, juicy, sweet, sour, red, green, delicious
trees: tall, green, leafy, bare, orange, red, small
day: cold, hot, snowy, sunny, rainy, cloudy
15. The artist may have made a rubbing using cloth or cardboard or something else with a ribbed texture.

Day 17

1. owl, lemmings, moon
2. sleepy-eyed owl
tasty lemmings
old moon
3. Yes, the poem has three lines with five, seven, and five syllables each.
4. *come, disappears, and sail*

Day 18

1. his grandpa
2. no longer existing
3. a type of plant that caribou eat
4. Grandfather's herd invites Mysterious Caribou to join them.
5. ☒ Recycle newspapers and bottles.
☒ Pour used oil into a stream.
☒ Pick up litter in a park.
☒ Turn the lights off when no one is in the room.
☒ Pick wildflowers in a national park.
☒ Write letters to encourage local politicians to create nature reserves or parks.
☒ Throw garbage out the car window.
☒ Plant a flower garden or a vegetable garden.
☒ Plant trees on an eroding ravine.
☒ Ride a dirt bike or quad near a wetlands nesting site.
☒ Ride your bikes instead of taking the car for short distances.
☒ Build a bird feeder or bird house.
☒ Carve your initials in a tree.
☒ Get some friends to help clean up a pond.
☒ Bring baby animals from the forest home as pets.

ASSIGNMENT BOOKLET 2B

Grade Three Thematic
Module 2B: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

Grade Three

3

Thematic

Assignment Booklet



Module 2B:

I Can Make a Difference

Day 10 to Day 18



Learning
Technologies
Branch

Alberta
EDUCATION

FOR TEACHER'S USE ONLY

Summary

	Your Grade
Assignment 1	
Assignment 2	
Assignment 3	
Assignment 4	
Assignment 5	
Assignment 6	
Assignment 7	
Assignment 8	
Assignment 9	
Assignment 10	
Assignment 11	
Assignment 12	

Teacher's Comments

Grade Three Thematic
Module 2B: I Can Make a Difference
Assignment Booklet 2B
Learning Technologies Branch

Cover Art: Photodisc/Getty Images

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Assignment 1

Spelling Pre-test

Write each word as your home instructor says it.

Assignment 2

Handwriting

Complete each line.

u

e

w

r

were

mud

Assignment 3

Recording Your Experiment

Be a scientist. Record your experiment the scientific way by filling in the blanks. Look at your information from Day 11 and Day 12 to help you.

My testable question: **What happens when oil gets on birds' feathers?**

My prediction was: _____

Materials I used: _____

Procedure: _____

Assignment 3

continued

My observations: _____

**Diagram of Feather Dipped
in Water After Drying Time**

**Diagram of Feather Dipped
in Oil After Drying Time**

My conclusion: _____

How I can use what I have learned: _____

Assignment 4**Handwriting**

Complete each line.

s

k

sad

jog

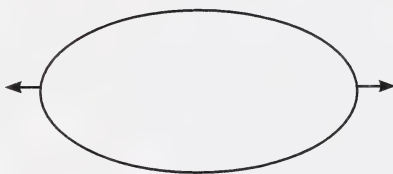
Assignment 5

Extinct Animal Report

1. In the oval, write the name of the extinct animal you chose. Write at least three facts you discovered. Write the reason scientists think this animal became extinct.

Facts

Reasons for Extinction



Assignment 5

continued

2. Where did you find this information? Write the name and address of the websites, the title and author of the books, or the names of computer programs you used. List at least two different sources you used.

3. Use the information from the web you made to write a short article about the extinct animal you chose.

Assignment 5

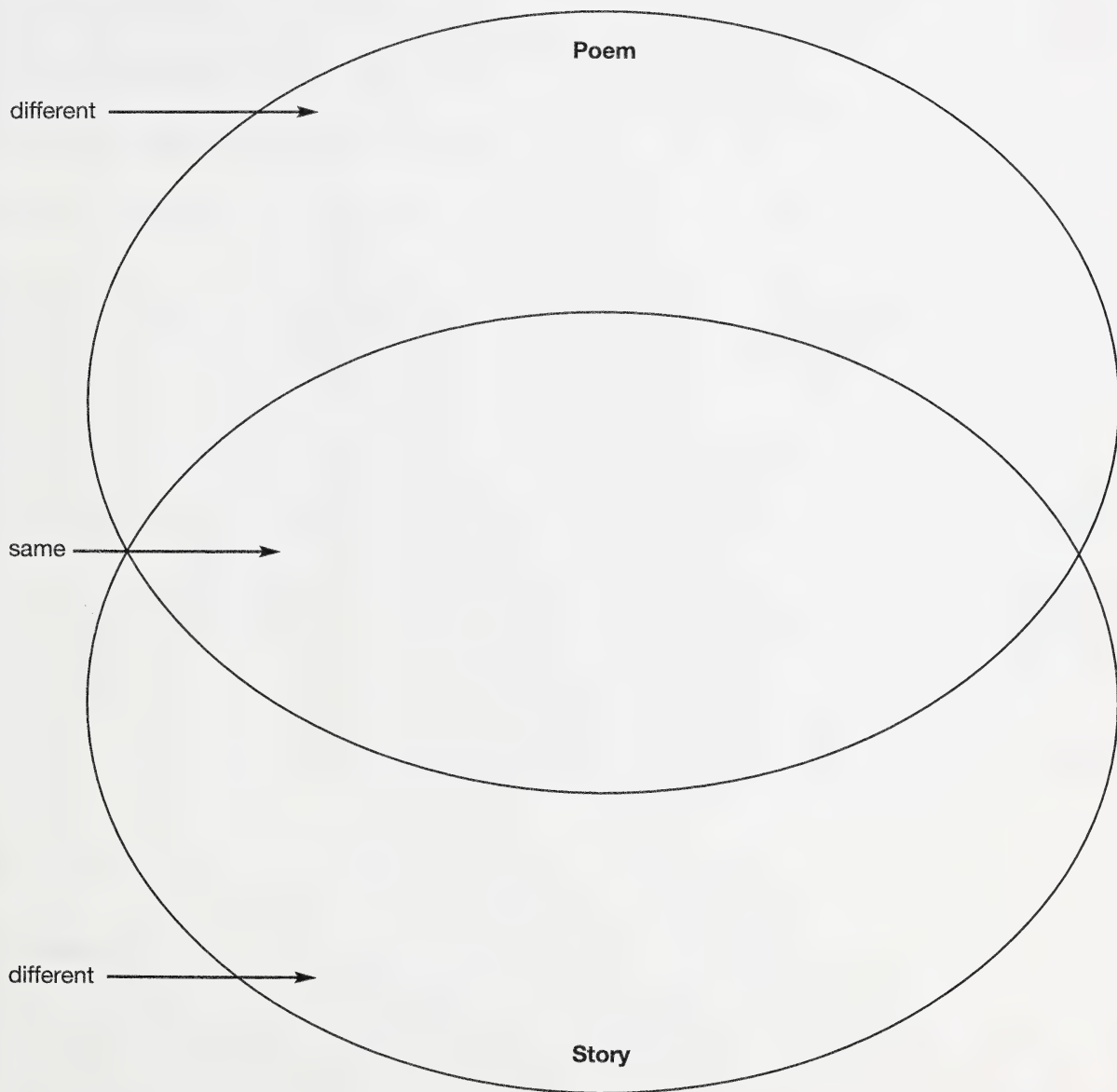
continued

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Assignment 6

Comparing Two Versions

Compare the two versions of "The Hare and the Tortoise." Write the things that are the same in the intersecting part of the circles.



Assignment 7

Handwriting

Complete each line. Circle your best letter in each line.

l

u

w

r

s

j

p

Assignment 8

Nouns and Adjectives

1. Read the sentences. Use red to circle the nouns. Use yellow to circle the adjectives.

Sally ate a large, yellow pear.

The beaver had sleek, brown fur.

A small kitten pounced on the toy.

Edmonton is a large city.

2. Write a sentence for each noun below. Include at least one adjective to describe the noun.

elephant

swamp

clouds

truck

spaghetti

Assignment 9

Haiku Poem

Write a good copy of your haiku poem on the lines below.

Assignment 10

Fable Questions

Read the fable and answer the multiple-choice questions. Colour in the circle beside the best answer.

The Four Oxen and the Lion

A lion used to live near a field. Four oxen dwelled in the field. The lion tried to attack the oxen many times, but each time the oxen would stand with their tails together and their horns turned out. Whichever way the lion charged, he met the horns of an ox.

One day the oxen quarrelled. Each swore they would have nothing to do with the others and went off alone to the corner of the pasture. Seeing this, the lion attacked the oxen one by one and soon had killed and eaten all of them.

1. A good moral for this fable would be
 - ☐ Slow and steady wins the race.
 - ☐ Be happy with what you have.
 - ☐ United we stand, divided we fall.
 - ☐ Be kind to others.
2. What does the word **dwelled** mean in this fable?
 - ☐ ran
 - ☐ lived
 - ☐ attacked
 - ☐ found
3. The words **lion**, **oxen**, and **pasture** are
 - ☐ verbs
 - ☐ adjectives
 - ☐ nouns
 - ☐ action words

Assignment 10 continued

4. How do you think the lion felt when the oxen quarrelled?

- ☐ miserable
- ☐ unhappy
- ☐ nervous
- ☐ glad

5. The oxen could protect one another by

- ☐ standing in different corners of the pasture
- ☐ jumping on the lion
- ☐ by standing with their tails together and their horns facing out
- ☐ by standing with their horns together and their tails facing out

Assignment 11

Spelling Test

Write each word as your home instructor says it.

[illegible]

Assignment 12**Handwriting**

Complete each line.

t

re

ry

toy

note

Put a check mark beside the things you can do.

- ☐ I can think of ways to preserve the environment.
- ☐ I can find nouns, verbs, and adjectives in a sentence.
- ☐ I can use texture in pictures.
- ☐ I can record a science experiment.
- ☐ I can read a poem aloud with expression.

Student's Comments

Look back at the comments you made in your Journal. Tell your teacher about some things you learned, some things you had difficulty with, and some things you enjoyed in this module.

Do you have questions about things you worked on this module?

Check **yes** or **not yet** for each item.

The student is able to

- apply the long and short vowel rules in reading and writing activities ☐ yes ☐ not yet
- represent texture using collage, rubbings, and lines ☐ yes ☐ not yet
- use appropriate adjectives to describe a noun ☐ yes ☐ not yet
- follow a pattern to write a haiku poem ☐ yes ☐ not yet
- identify environmental conditions that may threaten animal survival ☐ yes ☐ not yet
- follow the scientific process to perform an experiment ☐ yes ☐ not yet
- express preferences about stories and parts of stories ☐ yes ☐ not yet
- identify ways individuals and groups can contribute to change ☐ yes ☐ not yet

Additional Comments

Use this space to comment about your student's ability to use word-analysis strategies to read words with several syllables.

Do you have any questions or comments about this part of the module?

Module 2B

Items to Submit

Check each item as you include it for mailing to the teacher.

- ☐ **Day 15:** recording of “The Hare and the Tortoise”
- ☐ **Day 17:** pages 51 and 52 from *Modern Curriculum Press Phonics: Level C*
- ☐ **Day 17:** haiku illustration
- ☐ **Day 18:** Assignment Booklet 2B

150th Anniversary of the Emancipation Proclamation

Continued

It is the duty of every citizen to know the history of his country.

The following is a list of the names of the persons who have been named in the records of the Emancipation Proclamation.

The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

1. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

2. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

3. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

4. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

5. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

6. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

7. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

8. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

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10. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

11. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

12. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

13. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

14. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

15. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

16. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

17. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

18. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

19. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows:

20. The names of the persons who have been named in the records of the Emancipation Proclamation are as follows: